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ABSTRACT

This study, conducted by the Office of Institutional Research began with an examination of the incident of attrition among first-time freshmen who enrolled in the College during the fall semesters of the years 1967-72. Included in this document is: (1) attrition rates for the period covering 1967 to 1972; (2) a profile of the withdrawing Spring Arbor College student; and (3) student perceptions of attrition. Some conclusions are: (1) graduation within eight consecutive semesters was decreasing; (2) attrition consistently decreased during the student's first semester and increased during the student's second semester; (3) attrition among female students was slightly greater than among male students; (4) students whose academic records were not totally acceptable had a greater tendency to withdraw than to graduate; (5) religious preferences had some bearing on persistence. (Author/KE)

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ATTRITION

SPRING ARBOR COLLEGE

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ATTRITION AT SPRING ARBOR COLLEGE

A STUDY
COVERING THE YEARS
1967 - 1972

November 1974

THE OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
John M. Newby, Ph.D., Director
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TABLE OF CONTENTS

	Page
INTRODUCTION	1
SPRING ARBOR COLLEGE ATTRITION 1967-72	2
PROFILE OF THE WITHDRAWING SPRING ARBOR COLLEGE STUDENT	10
Predictability of ACT Scores	10
Academic Status at Matriculation	12
High School Graduating Class Size	14
Spring Arbor College Grade Point Average	16
College Residence	17
Home Residence	19
Church Preference	20
STUDENT PERCEPTIONS OF ATTRITION	22
Present Situation	23
Reasons for Transferring	25
Reasons for Withdrawal	27
Withdrawal with Low Grades	29
Student Evaluation of Spring Arbor College	29
Student Evaluation of Faculty	32
Student's Extracurricular Activities and Advisement	32
Written Comments	35
CONCLUSIONS AND COMPARISONS	35
Comparisons	41

LIST OF TABLES

Table		Page
1.	Percentage of attrition for new freshmen in falls 1967-1972	3
2.	Percentage of attrition by college year with total average	4
3.	Comparison of percentages of attrition by semester for new freshmen, falls 1967-1972	4
4.	Percentage of attrition by college year for male freshmen	6
5.	Percentage of attrition by college year for female freshmen	6
6.	Comparison of percentages of attrition by semester for new male freshmen, falls 1967-1972	7
7.	Comparison of percentages of attrition by semester for new female freshmen, falls 1967-1972	8
8.	Comparison of accrued percentages of attrition by semester for new freshmen, falls 1967-1972	9
9.	Composite ACT test scores for students in various test score intervals	11
10.	Academic status of students when admitted to Spring Arbor College	13
11.	Size of high school graduating classes	15
12.	Grade point average of students at time of departure from Spring Arbor College	16
13.	College residence of students at entrance and withdrawal	18
13.1	Marital status of students at entrance and withdrawal	19
14.	Home residence of students during college experience	20
15.	Church preference of students at time of enrollment	21
16.	Statement by student which best described his present situation	23

Table		Page
17.	Colleges and universities to which Spring Arbor College withdrawing students have transferred. . . .	24
18.	Reasons for withdrawal given by students presently attending other institutions.	26
19.	Reasons for withdrawal of students not presently enrolled in other institutions.	28
20.	Reasons for withdrawing given by students with low grades	30
21.	Evaluation of Spring Arbor College experience by students who voluntarily withdrew.	31
22.	Faculty evaluation by students who voluntarily withdrew	33
23.	Extracurricular activities and student advising. . .	34
24.	Write-in comments from Attrition Questionnaire . . .	36 - 37
25.	National Persistence Rates for College Students, by Sex (Class of 1970, Four Years After Entering College) (Weighted Population Estimates)** . . .	42
26.	Freshman variables number and listed in decreasing order of importance for predicting persistence and attrition in 4-year colleges and universities. .	44

ATTRITION AT SPRING ARBOR COLLEGE

Introduction

National funding programs, state supported budgets and endowments by generous individuals or foundations have provided financial support for American public and private universities and colleges in the twentieth century. However, for those developing colleges without state supported budgets or large endowments, where personnel limitations make it impossible to tap more than a small part of national funds, the overwhelming bulk of educational costs comes from student tuition fees. For that reason dwindling attendance poses a serious threat to these schools very existence. Their response to this challenge has been two-fold: to identify and locate previously untapped student populations, and to seek means for improving retention among the students presently enrolled. Because it is a matter of survival, then, small liberal arts colleges are intent to (a) establish the exact dimensions of their attrition problem, (b) identify the reasons for student withdrawal, and (c) create programs which will reduce attrition.

The first attempt to clarify attrition at Spring Arbor College was the product of a year-long study by a faculty committee. The report of that committee, published in the 1971-72 academic year, focused on the following questions:

1) What are the parameters of attrition at Spring Arbor College?
2) How does attrition at Spring Arbor College compare to the national attrition rate?
3) Why do students withdraw from Spring Arbor College?
4) Do student reasons for withdrawal from Spring Arbor College differ from the reasons given by the national college population?

The findings of this faculty committee indicated that Spring Arbor College lost approximately 60% of the 1968 Freshman Class between matriculation and graduation four years later. This attrition rate, it was discovered, is equivalent to the national attrition rate established by Iffert (1957). Furthermore, the reasons listed by students for withdrawal were (a) the high cost of education at Spring Arbor College, (b) marriage, (c) general dissatisfaction with college life, and (d) personal problems. Once again, these reasons are equivalent to those listed for the national college population by Iffert. Spring Arbor College, in short had, as indicated by this first faculty committee study, both a standard attrition rate and standard reasons for withdrawal insofar as the materials of Iffert's study could be applied to this local population. In using Iffert, however, the faculty committee was particularly disturbed by the possibility of radical changes in student attrition coming after the publication of Iffert's work (1957). Before this study was in any way amplified, however, the Office of Institutional Research was established. This office assumed responsibility for continuing the investigation of the local attrition problem in more detail, and identifying more current assessments of national trends in attrition. What follows is the product of that activity.

Spring Arbor College Attrition 1967-72

This study, conducted by the Office of Institutional Research, began with an examination of the incidence of attrition among first-time freshmen who enrolled in the College during the fall semesters of the years 1967-72. The percentage of attrition for this group of students, the percentage of those graduating in eight consecutive semesters and the percentage of those who originally enrolled and are still enrolled is indicated in Table 1.

TABLE 1.--Percentage of attrition for new freshmen in falls 1967-1972.

Year	Total Attrition	Total Grad. at 8 Cons. Semesters	Still Enrolled	Totals
1967 (N=169)	59.2	35.5	5.3	100.0
1968 (N=176)	51.1	41.5	7.4	100.0
1969 (N=188)	60.1	29.8	10.1	100.0
1970 (N=200) 6 Cons. Sem.	56.0	0	44.0	100.0
1971 (N=201) 4 Cons. Sem.	56.7	0	43.3	100.0
1972 (N=169) 2 Cons. Sem.	36.7	0	63.3	100.0

As this table indicates the attrition rate at Spring Arbor College has been somewhere between 51% and 60%. This attrition rate, it must be pointed out, does not include as students lost those students still enrolled in the College after enrolling for eight consecutive semesters. That figure, interestingly enough, has increased in three years from 5% to 10%.

With the rate of attrition established the next task was to specify the point in time at which attrition took place. In Tables 2 and 3 this point in time was identified.

TABLE 2.--Percentage of attrition by college year with total average.

Year	1967 (N=169)	1968 (N=176)	1969 (N=188)	1970 (N=200)	1971 (N=201)	1972 (N=169)	Average
Freshman	34.3	28.5	33.0	38.0	37.4	36.7	34.6
Sophomore	17.8	18.2	19.7	17.5	19.4		18.5
Junior	6.5	2.8	5.3	.5			3.8
Senior	.6	1.7	2.1				1.5

TABLE 3.--Comparison of percentages of attrition by semester for new freshmen, falls 1967-1972.

Semester	1967 (N=167)	1968 (N=176)	1969 (N=188)	1970 (N=200)	1971 (N=201)	1972 (N=169)	Average	
1st	16.0	9.7	6.9	10.0	10.0	6.5	9.9	
2nd	18.3	18.8	26.1	28.0	27.4	30.2	24.8	
3rd	3.6	6.8	1.1	6.5	4.5		4.5	
4th	14.2	11.4	18.6	11.0	14.9		14.0	
5th	3.0	0	1.1	.5			1.2	
6th	3.5	2.8	4.2	0			2.6	
7th	* + .6	.6	1.6				.5	
8th	1.2	1.1	.5				.2	
9th**	+ .6	0					+ .3	
10th	1.2	.6					.9	
Total Attrition	59.2	51.1	60.1	56.0	56.7	36.7	56.8	Avgs.
Graduates	35.5	41.5	29.8	0	0	0	35.6	For
Still Enrolled	5.3	7.4	10.1	44.0	43.3	63.3	7.6	'67-'69
Totals	100.0	100.0	100.0	100.0	100.0	100.0		

*The plus sign indicates that no attrition occurred because of readmitted students. This also applies to Tables 6 and 7.

**Data for enrollment beyond the 8th semester are not included in any total figures or averages of total figures. This also applies to Tables 6 and 7.

As revealed by these tables the most critical phase of the student's college career was his freshman year. At Spring Arbor College the average loss for the freshman year was 34.6% (See Table 2). About 10% of that loss occurred during or at the end of the first semester of the student's freshman year, and 24% of that loss occurred during or at the end of the second semester of his freshman year (See Table 3).

The second point of critical loss was the student's sophomore year. Even though the loss during this second year was not as great as the loss during the first, it was still significant. At Spring Arbor College an average of 18% of the sophomore class withdrew (See Table 2); 4.5% of that loss occurred during or at the end of the student's third semester (See Table 3). In spite of the preceding specifics it is difficult at this time to state conclusively that attrition is either increasing or decreasing. In Table 2 the average attrition for the years 1967-72 was identical to attrition in 1967. In addition, there was no appreciable difference between the total average of attrition for this period of time in the student's sophomore year and the rate for attrition during any given year.

Unlike Table 2, Table 3 gives some evidence of a change in student attrition. That change occurred in the attrition rates for the student's first and second semesters of college. Attrition at Spring Arbor College appears to be decreasing during the first semester and increasing during and at the end of the second semester. From a high of 16% attrition in 1967 the rate has steadily decreased, with fluctuation, to a low of 6.5% in 1972. At the same time, though, attrition for the second semester has steadily increased from 18.3% in 1967 to 30.2% in 1972. This same change was not true of the student's third and fourth semesters. The most critical time for student attrition, therefore, as clearly specified in Table 3, was during the second semester of the student's first year of college.

Further elucidation of attrition at Spring Arbor College is presented in Tables 4 and 5. In these tables the percentage of attrition for male and female freshman students is indicated by college year.

TABLE 4.--Percentage of attrition by college year for male freshmen.

Year	1967 (N=78)	1968 (N=78)	1969 (N=81)	1970 (N=87)	1971 (N=78)	1972 (N=53)	Average
Freshman	35.9	25.6	38.4	31.0	37.2	34.0	32.0
Sophomore	15.4	23.1	21.0	22.9	15.3		19.5
Junior	8.9	+ 1.3	+ 1.2	0			1.6
Senior	2.6	5.2	2.5				3.0

TABLE 5.--Percentage of attrition by college year for female freshmen

Year	1967 (N=91)	1968 (N=98)	1969 (N=107)	1970 (N=113)	1971 (N=123)	1972 (N=116)	Average
Freshman	33.0	30.6	36.4	43.4	37.4	37.9	36.5
Sophomore	19.7	14.3	18.7	13.2	22.0		17.6
Junior	4.4	6.1	10.3	.9			5.4
Senior	+ 1.1	+ 1.0	1.9				0

A comparison of these tables exhibits slight differences in male and female attrition rates. These differences are noticeable when comparing the attrition rate for freshman men (32.0%) and freshman women (36.5%). The loss was somewhat higher among female freshman students. Another slight difference in the attrition rate was located in the rate of loss for female juniors (5.4%) and male juniors (1.6%). The loss among female juniors was, once again, slightly higher than the loss among male junior students. On the other hand the greater rate of attrition during the senior year, as these tables reveal, was among senior men rather than senior women (3% to 0%). Of particular interest upon final examination of these tables was the tendency of a very small portion of the junior and senior students to return after having dropped out. As Table 4 indicates, this event took place during the junior year for men; and as Table 5 indicates, this event took place during the senior

year for women. These figures may demonstrate that some Spring Arbor College students were interested in an educational stop-out or planned leave of absence.

A more intensive understanding of male and female attrition at Spring Arbor College is available in Tables 6 and 7.

TABLE 6.--Comparison of percentages of attrition by semester for new male freshmen, falls 1967-1972.

Semester	1967 (N=78)	1968 (N=78)	1969 (N=81)	1970 (N=87)	1971 (N=78)	1972 (N=53)	Average	
1st	19.2	7.7	6.2	8.0	16.7	1.9	10.0	
2nd	16.7	17.9	22.2	23.0	20.5	32.1	22.1	
3rd	6.4	10.3	0	10.3	3.8		6.2	
4th	9.0	12.8	11.0	12.6	11.5		13.4	
5th	5.1	+ 1.3	+ 3.7	0			0	
6th	3.8	0	2.5	0			1.6	
7th *	+ 1.3	2.6	0				.4	
8th	3.8	2.6	2.5				3.0	
9th**	+ 2.5	+ 2.6					+ 2.6	
10th	0	1.3					.7	
Total Attrition	62.8	52.6	50.6	54.0	52.6	34.0	55.3	Avgs.
Graduates	30.8	39.7	32.1	0	0	0	34.2	For
Still Enrolled	6.4	7.7	17.3	46.0	47.4	66.0	10.4	'67-'69
Totals	100.0	100.0	100.0	100.0	100.0	100.0		

*See Table 3.

**See Table 3.

TABLE 7.--Comparison of percentages of attrition by semester for new female freshmen, falls 1967-1972.

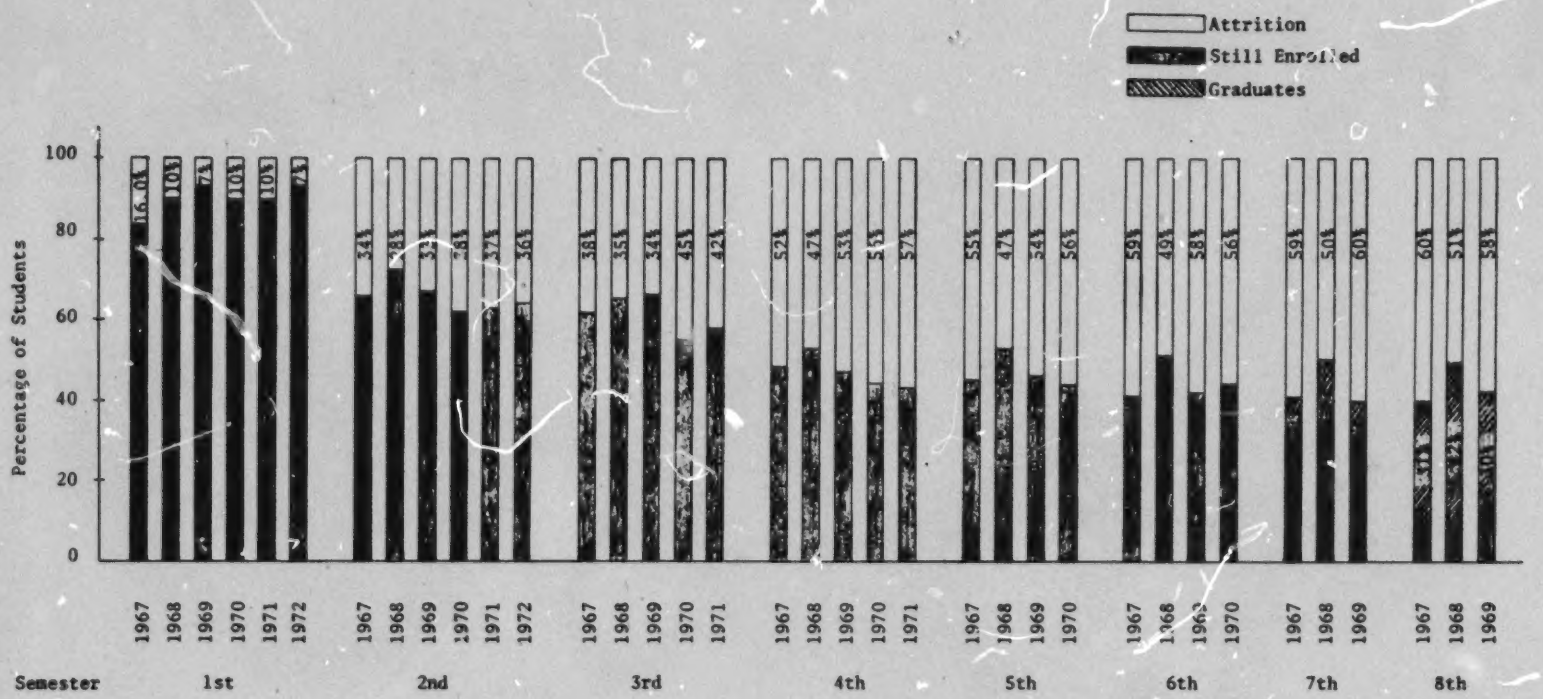
Semesters	1967 (N=91)	1968 (N=98)	1969 (N=107)	1970 (N=113)	1971 (N=123)	1972 (N=116)	Average	
1st	13.2	11.2	7.5	11.5	5.7	8.6	9.6	
2nd	19.8	19.4	28.9	31.9	31.7	29.3	26.8	
3rd	1.1	4.1	1.9	3.5	4.9		3.1	
4th	18.6	10.2	16.8	9.7	17.1		14.5	
5th	1.1	1.0	4.7	.9			1.9	
6th	3.3	5.1	5.6	0			3.5	
7th	0	+ 1.0	2.8				.6	
8th	*+ 1.1	0	+ .9				+ 1.3	
9th**	1.1	2.0					1.6	
10th	1.1	0					.6	
Total Attrition	56.0	50.0	67.3	57.5	59.3	37.9	57.8	Avgs.
Graduates	39.6	42.9	28.0	0	0	0	36.8	For
Still Enrolled	4.4	7.1	4.7	42.5	40.7	62.1	5.4	'67-'69
Totals	100.0	100.0	100.0	100.0	100.0	100.0		

*See Table 3.
**See Table 3.

These tables demonstrate that the greatest attrition occurred for both men (22.1%) and women (26.8%) in the second semester of the student's freshman year and the second semester of his sophomore year (men, 13.4%; women, 14.5%). The pattern here, then, was for Spring Arbor College students, male and female, to withdraw during the last half of their freshman or sophomore year.

A final overview of accruing attrition percentages, 1967-1972, is graphed in Table 8.

TABLE 8.--Comparison of accrued percentages of attrition by semester for new freshmen, falls 1967-1972.



An examination of this table reveals a fluctuating attrition rate. Only two minor exceptions to this observation should be noted. The first is the attrition rate for the first semester which slowly but regularly decreased. The second, which may be the beginnings of increasing attrition, is in the fourth semester where from 1967-71 attrition slowly increased from 52% to 57%. The steady climb of these attrition percentages must be carefully noted.

Profile of the Withdrawing Spring Arbor College Student

The preceding section of this study establishes the quantitative dimensions of attrition at Spring Arbor College. On the basis of this study it is now possible to assert, for example, that attrition occurred most frequently during the second semester among freshmen and sophomore men and women. It is not possible at this time, however, to go much beyond such a quantitative statement. The task of this section, then, is to flesh-out this skeletal sketch of the students who withdrew through the presentation of academic and demographic information. Before proceeding to that task, however, a word about methods is in order.

This section examines all first-time freshmen who enrolled in the fall semesters from 1968 through 1971. These first-time freshmen were divided into three groups: (1) those who voluntarily withdrew, (2) those who were dismissed for academic or social reasons, and (3) those who graduated. These three groups comprise 92.4% of the total group examined. Those not included in these three groups (7.6%) were still enrolled at the time the study was made.

Predictability of ACT Scores

The portrait begins with Table 9, which displays the composite ACT test scores for first-time freshmen who voluntarily withdrew.

TABLE 9.--Composite ACT test scores for students in various test score intervals.

Test Score Intervals	Frequency M	W	Total	Percent Of Total Frequency
1. First-time Freshmen Who Voluntarily Withdrew				
1-15	18	33	51	14.7
16-20	30	70	100	28.9
21-25	39	51	90	26.0
26-36	17	23	40	11.6
Information not available	21	44	65	18.8
Totals	125	221	346	100.0
2. First-time Freshmen Who Were Dismissed for Academic or Social Reasons				
1-15	8	4	12	26.1
16-20	4	6	10	21.7
21-25	8	2	10	21.7
26-36	-	-	-	-
Information not available	9	5	14	30.4
Totals	29	17	46	99.9
3. 1968 and 1969 First-time Freshmen Who Graduated				
1-15	2	13	15	10.9
16-20	14	13	27	19.6
21-25	15	19	34	24.6
26-36	9	7	16	11.6
Information not available	22	24	46	33.3
Totals	62	76	138	100.0

An evaluation of Table 9, Part 1, indicates that the students who withdrew were distributed among all the categories. The concentrations exist in the middle test score intervals, mainly, those ACT scores between 16-20 (28.9%) and 21-25 (26.0%). In short, 54.9% of the students involved fell in these two intervals.

Information in Part 2 of this table pertains to students dismissed for academic or social reasons. The greatest single concentration of students in this category was found among those scoring in the 1-15 composite test score interval (26.1%). The rest of the student scores indicated fell between the test score intervals of 16-20 (21.7%) and 21-25 (21.7%). No individual in this category, unlike those students who voluntarily withdrew, scored 26 or above, and not quite half of the students in this category, 43.4%, scored between 16 and 25.

Part 3 of this table presents the composite ACT test scores for graduates of the freshman classes of 1968 and 1969. While the students were once again distributed among all the test score intervals, it is important to note that among the graduates the greatest single concentration of students was within the 21-25 interval (24.6%). This is not true of those preceding categories detailing the ACT performances of students who withdrew or were dismissed. In Table 9, Parts 1 and 2, the greatest single concentration of students was found either in the 1-15 score interval or the 16-20 score interval. It is also important to realize that the concentration of graduates among the two lowest test score intervals (30.5%) was lighter than was the concentration of withdrawing students among the two lowest test score intervals (43.6%). Table 9 provides credence for the following observations: (1) the Spring Arbor graduate scored somewhat higher on the ACT tests than those Spring Arbor students who withdrew, and (2) the students dismissed for academic or social reasons scored significantly lower than graduates and students who voluntarily withdrew.

Academic Status at Matriculation

As Table 10, Part 1 demonstrates, the overwhelming majority of students who voluntarily withdrew (80%) were accorded regular admission when

matriculated. The next largest group of withdrawing students are those accorded qualified admissions status. Each year Spring Arbor College admits up to fifteen percent of that particular freshman class on qualified admissions. Students in this category have, nevertheless, given some indication that in the proper environment they might acquire a college education. As Table 10, Part 1 reveals, 16.5% of those students who voluntarily withdrew were initially placed on qualified admissions.

TABLE 10.--Academic status of students when admitted to Spring Arbor College.

Status	Frequency M	F	Total	Percent Of Total Frequency
1. First-time Freshmen Who Voluntarily Withdrew				
Non-degree	-	1	1	.3
Qualified	41	16	57	16.5
Regular	82	194	276	79.8
Information not available	2	10	12	3.5
Totals	125	221	346	100.1
2. First-time Freshmen Who Were Dismissed for Academic or Social Reasons				
Non-degree	3	1	4	8.7
Qualified	12	7	19	41.3
Regular	11	6	17	37.0
Information not available	3	3	6	13.0
Totals	29	17	46	100.0
3. 1968 and 1969 First-time Freshmen Who Graduated				
Non-degree	-	1	1	.7
Qualified	7	3	10	7.2
Regular	51	71	122	88.4
Information not available	4	1	5	3.6
Totals	62	76	138	99.9

In Table 10, Part 2, the academic status of students who were dismissed for academic or social reasons is presented. Among these students the incidence of non-degree and qualified academic status was sharply increased. In fact more of these students were initially placed on qualified academic status, 41.3%, than upon regular academic status, 37.0%.

The academic status upon admission for the Spring Arbor College graduate is presented in Table 10, Part 3. What is most striking in comparing Table 10, Parts 1 and 3, is the fact that the instance of qualified admission among students who voluntarily withdrew (16.5%) was more than twice the rate of qualified admissions among Spring Arbor College graduates (7.2%). Furthermore, there were almost 50% more non-degree students among those who withdrew than among those students who graduated. In short, then, students entering Spring Arbor College on qualified or non-degree status are more susceptible to withdrawal than students on regular admissions status. One final observation is that even though expected, it is, nevertheless, interesting to discover that 88.4% of all first-time freshmen who graduated from Spring Arbor College were initially given regular academic status.

High School Graduating Class Size

The size of the high school graduating class is the subject of Table 11. A perusal of the three parts of this table clearly reveals that the preponderance of students enrolled in Spring Arbor College came from high school graduating classes of 25 to 399 students. This is true for Spring Arbor students who withdrew, who were dismissed, and who graduated.

Of particular interest for the purposes of this study is the fact, revealed in Table 11, Parts 1 and 3, that more withdrawing Spring Arbor students came from high school graduating classes of 400 or more than graduating Spring Arbor students. The 10% differential, in the 400 or more category, between those students who withdrew and those students who graduated from Spring Arbor College seems to indicate that students from larger high schools--perhaps high schools from metropolitan areas--had more difficulty in adjusting to life on the Spring Arbor College campus.

Some corroboration of this assertion may be found in the fact that the incidence of students in the 25-99 high school graduating class category was higher (29.7%) for Spring Arbor College graduates than it was for those individuals who withdrew from Spring Arbor College (20.8%).

TABLE 11.--Size of high school graduating classes.

Class Size	Frequency M	Frequency W	Frequency Total	Percent Of Total Frequency
1. First-time Freshmen Who Voluntarily Withdrew				
Fewer than 25	4	2	6	1.7
25-99	26	46	72	20.8
100-399	62	106	168	48.5
400 or more	28	61	89	25.7
Information not available	5	6	11	3.2
Totals	125	221	346	100.0
2. First-time Freshmen Who Were Dismissed for Academic or Social Reasons				
Fewer than 25	-	-	-	-
25-99	6	6	12	26.1
100-399	12	8	20	43.5
400 or more	7	1	8	17.4
Information not available	4	2	6	13.0
Totals	29	17	46	100.0
3. 1968 and 1969 First-time Freshmen Who Graduated				
Fewer than 25	-	1	1	.7
25-99	17	24	41	29.7
100-399	30	41	71	51.4
400 or more	14	8	22	15.9
Information not available	1	2	3	2.2
Totals	62	76	138	99.9

Spring Arbor College Grade Point Average

Additional academic information about those students withdrawing from Spring Arbor College, a subject of perennial interest to those associated with this small liberal arts college, is presented in Table 12.

TABLE 12.--Grade point average of students at time of departure from Spring Arbor College.

Grade Point Average	Frequency M	W	Total	Percent Of Total Frequency
1. First-time Freshmen Who Voluntarily Withdrew				
Below 2.00	47	43	90	26.0
2.00-2.49	34	67	101	29.2
2.50-2.99	19	41	60	17.3
3.00-3.49	14	45	59	17.1
3.50-3.99	4	16	20	5.8
4.00	-	-	-	-
Information not available	7	9	16	4.6
Totals	125	221	346	100.0
2. First-time Freshmen Who Were Dismissed for Academic or Social Reasons				
Below 2.00	25	13	38	82.6
2.00-2.49	2	-	2	4.3
2.50-2.99	-	-	-	-
3.00-3.49	-	-	-	-
3.50-3.99	-	-	-	-
4.00	-	-	-	-
Information not available	2	4	6	13.0
Totals	29	17	46	99.9
3. 1963 and 1969 First-time Freshmen Who Graduated				
Below 2.00	-	-	-	-
2.00-2.49	12	13	25	18.1
2.50-2.99	27	24	51	37.0
3.00-3.49	21	32	53	38.4
3.50-3.99	2	7	9	6.5
4.00	-	-	-	-
Information not available	-	-	-	-
Totals	62	76	138	100.0

Part 1 of this table indicates that 55% of all first-time freshmen who voluntarily withdrew achieved a final semester grade point average somewhere below 2.49. Of those students the largest single concentration was located among students who achieved between a 2.00 and 2.49 GPA (29.2%). While there were students in all but one GPA category, the larger concentration was located at the lower end of the GPA scale. This distribution factor was not, however, true of Table 12, Part 2, a table indicating final semester GPA's for students dismissed.

Of the 46 students dismissed not a single student with a GPA of 2.50 or above was dismissed for either academic or social reasons. Furthermore, only 4.3% of the dismissed students achieved between a 2.00 and a 2.49 GPA for their final semester. The overwhelming majority of these students, 82.6%, achieved a final semester GPA below 2.00.

Table 12, Part 3, displays a sharp contrast to the preceding table. It reveals a full 75% of the Spring Arbor College graduates achieved between 2.50 and 3.49 for their final GPA. It also discloses that the preponderance of Spring Arbor College graduates recorded GPA's above 2.50 (81.9%). This table reveals in addition that Spring Arbor College students who maintain higher GPA's are more likely to remain until graduation.

Even though higher GPA's generally lead to graduation there were students, as Table 12, Part 1 reveals, with significant academic ability who withdrew prior to graduation. Of these students 22.9% recorded a final semester GPA of 3.00 to 3.99. The loss of such well-qualified students must be examined in detail since it may signal the presence of serious problems in the total program of the college.

College Residence

Academic performance, in spite of its recognized importance, is only one of the values emphasized by Spring Arbor College. Community living, implemented in part through the high percentage of students living in residence halls, is also a definite priority. As Table 13, Parts 1 and 2 reveal, approximately 90% of the first-time freshmen began their college experience in campus resident halls. While 89.3% of those students who

voluntarily withdrew were still resident students at the time of withdrawal, a sharp decrease in campus living occurred among those who graduated (53.6%).

TABLE 13.--College residence of students at entrance and withdrawal.

Residence	Percent At Entrance	Percent At Withdrawal
1. First-time Freshmen Who Voluntarily Withdrew		
Resident	90.7	89.3
Commuter	6.4	10.7
Information not available	2.9	-
Totals	100.0	100.0
2. 1968 and 1969 First-time Freshmen Who Graduated		
Resident	91.3	53.6
Commuter	8.0	46.4
Information not available	.7	-
Totals	100.0	100.0

Table 13.1 may give some explanation for such a large percentage of the graduates living off-campus. Part 2 of Table 13.1 shows that while only .7% of the group was married at college entrance, 34.1% of these same students were married at the time of graduation. In comparison those who voluntarily withdrew, Table 13.1, Part 1, showed only a slight increase in married status (at withdrawal 2.7%; at college entrance .8%).

One obvious conclusion might be drawn from this information: although campus residence seems a necessary part of the first-time freshman's college experience, it is not an important retention factor.

TABLE 13.1.--Marital status of students at entrance and withdrawal.

Status	Percent At Entrance	Percent At Withdrawal
1. First-time Freshmen Who Voluntarily Withdrew		
Single	97.9	80.9
Married	.8	2.7
Divorced	.3	.3
Information not available	1.1	16.2
Totals	100.1	100.1
2. 1968 and 1969 First-time Freshmen Who Graduated		
Single	99.3	65.9
Married	.7	34.1
Divorced	-	-
Information not available	-	-
Totals	100.0	100.0

Home Residence

In Table 14 the student's home residence during his college experience is indicated. A review of the table reveals substantial similarities between all three groups of students.

This similarity subsides when comparing information in Parts 2 and 3 of these tables. It is particularly interesting to note the rather substantial differences between foreign students who were dismissed (6.5%), and those foreign students charted in Table 14, Part 3, (.7%), namely, the Spring Arbor College graduates. These tables may give some support to the supposition that students from foreign countries have a more difficult time academically at Spring Arbor College than do students from other states within the United States.

TABLE 14.--Home residence of students during college experience.

Residence	Frequency M	F	Total	Percent Of Total Frequency
1. First-time Freshmen Who Voluntarily Withdrew				
Michigan	89	197	286	82.7
Elsewhere in U.S.A.	29	22	51	14.7
Foreign Country	7	2	9	2.6
Totals	125	221	346	100.0
2. First-time Freshmen Who Were Dismissed for Academic or Social Reasons				
Michigan	23	15	38	82.6
Elsewhere in U.S.A.	3	2	5	10.9
Foreign Country	3	-	3	6.5
Totals	29	17	46	100.0
3. 1968 and 1969 First-time Freshmen Who Graduated				
Michigan	46	66	112	81.2
Elsewhere in U.S.A.	15	10	25	18.1
Foreign Country	1	-	1	.7
Totals	62	76	138	100.0

Church Preference

An examination of Table 15, which designates church preference at time of enrollment, reveals that the two largest denominational groups among Spring Arbor College students were Baptist and Free Methodist.

Of those students who withdrew, as Table 15, Part 1 discloses, 16% were Baptists; of those students who persisted to graduation, as Table 15, Part 3 specifies, 18.8% were Baptists. There seems, then, no significantly greater tendency for Baptists to graduate than to withdraw. A comparison of Free Methodist students in these two categories also reveals only slight

TABLE 15.--Church preference of students at time of enrollment.

Church Preference	Frequency M	Frequency W	Frequency Total	Percent Of Total Frequency
1. First-time Freshmen Who Voluntarily Withdrew				
Baptist	18	38	56	16.2
Bible Church	3	10	13	3.8
Catholic	3	4	7	2.0
Free Methodist	59	95	154	44.5
Lutheran	-	1	1	.3
Nazarene	2	7	9	2.6
Presbyterian	1	7	8	2.3
United Methodist	10	17	27	7.8
Wesleyan	3	10	13	3.8
None	10	8	18	5.2
Other	16	24	40	11.6
Totals	125	221	346	100.1
2. First-time Freshmen Who Were Dismissed for Academic or Social Reasons				
Baptist	5	6	11	23.9
Bible Church	-	-	-	-
Catholic	-	-	-	-
Free Methodist	15	7	22	47.8
Lutheran	-	-	-	-
Nazarene	-	-	-	-
Presbyterian	-	-	-	-
United Methodist	1	-	1	2.2
Wesleyan	1	-	1	2.2
None	2	-	2	4.3
Other	5	4	9	19.6
Totals	29	17	46	100.0
3. 1968 and 1969 First-time Freshmen Who Graduated				
Baptist	10	16	26	18.8
Bible Church	-	1	1	.7
Catholic	-	-	-	-
Free Methodist	37	36	73	52.9
Lutheran	2	1	3	2.2
Nazarene	1	1	2	1.4
Presbyterian	1	3	4	2.9
United Methodist	2	1	3	2.2
Wesleyan	1	3	4	2.9
None	1	3	4	2.9
Other	7	11	18	13.0
Totals	62	76	138	99.9

dissimilarities. Of those who withdrew 44.5% were Free Methodists, while 52.9% of those students who graduated were Free Methodists. The graduation-withdrawal factor for Baptists and Free Methodists, in other words, was weighted slightly in favor of persistence. These tables may, however, indicate that Spring Arbor College, while not assertively doctrinaire, creates an environmental press more conducive to Free Methodist students than to students with other denominational preferences, in particular, Baptist students. The greater incidence of Baptist students dismissed (23.9%), as specified in Table 15, Part 2, lends some credence to this supposition. Perhaps further study of this question should be encouraged.

Student Perceptions of Attrition

With the dimensions of attrition established and a profile of the characteristics of students who withdrew and persisted in hand, it is now pertinent to address the most difficult question, namely, why do students withdraw? In gathering information relevant to this question, the Office of Institutional Research sent a questionnaire to those students who withdrew from the College between 1968 and 1971 (see Exhibit 1). This questionnaire was mailed only to individuals who were first-time freshmen at Spring Arbor College and had subsequently withdrawn of their own volition. A total of 346 questionnaires were distributed. The Post Office successfully delivered 327 (95%) questionnaires, and the Office of Institutional Research received 202 (62%) completed questionnaires. Of some interest may be the fact that 32% of the completed instruments came from men and 68% were returned by women. The information gathered in this manner displays only the student's perception of his or her decision to withdraw. There are, as studies indicate, several problems associated with information generated in this way (Borup, 1968, Summerskill, 1962) which skew the reliability of information. Students, for example, respond in a manner that builds their own ego, or they attempt to provide answers they feel the institution is seeking. If these limitations are recognized at the outset, however, the resulting information can be given its proper weight.

Present Situation

In Part A of the questionnaire the student was asked to describe his present situation.

TABLE 16.--Statement by student which best described his present situation.

Status	Frequency M	Frequency W	Frequency Total	Percent Of Total Frequency
1. I am attending college elsewhere	25	52	77	38.1
2. I have attended college elsewhere	5	10	15	7.4
3. I am not in college but plan to return to Spring Arbor College	6	5	11	5.4
4. I am not in college but plan to return to an institution	11	19	30	14.9
5. I am not in college and have no plans to attend college again	4	21	25	12.4
6. I am undecided regarding future plans to attend college	9	21	30	14.9
7. I have graduated from college	4	8	12	5.9
8. No response made	1	1	2	1.0
Totals	65	137	202	100.0

The response tabulated in Table 16 indicated that of those who withdrew more than half (51.4%) have continued their college education elsewhere. Of these 5.9% have graduated. Some of the students planned to return to college (20%); a significant portion (14.9%) of these students, however, still were undecided regarding their future plans to attend college. It is of some interest, finally, that approximately 50% more female than male students are either presently attending college elsewhere (Item 1) or have graduated from another institution (Item 7).

Table 17 presents a list of colleges and universities to which Spring Arbor College withdrawing students have transferred.

TABLE 17.--Colleges and universities to which Spring Arbor College withdrawing students have transferred.

	Name of Institution	Number of Students
1.	Michigan State University	19
2.	Eastern Michigan University	7
3.	Wayne State	5
4.	University of Michigan	6
5.	Seattle Pacific College	4
6.	Olivet Nazarene College	4
7.	Jackson Community College	4
8.	Oakland Community College	3
9.	Nazareth College	3
10.	Ferris State	3
11.	Western Michigan University	2
12.	Detroit Bible College	2
13.	Cleary College	2
14.	Kalamazoo Valley Community College	2
15.	University of Kentucky	2
16.	Central Michigan University	2
17.	Kellogg Community College	2
18.	Alma College	2
19.	Grand Valley State	2
	Thirty-nine other colleges and universities were also given	

Of significance is the fact that those students who withdrew from Spring Arbor College have transferred to other institutions within the state of Michigan, and that those institutions are public universities. For example, more students transferred to Michigan State University, the closest large state university, than any other institution. Only four of the students who withdrew from Spring Arbor College have gone to a sister college, that college being Seattle Pacific College. In this case they transferred to an institution outside the state of Michigan--Seattle, Washington--and a college that is private rather than public.

The preference for the public institution among those responding may indicate financial or curricular needs Spring Arbor College could not meet.

Reasons for Transferring

Students enrolled at other institutions were asked to identify influences which contributed to their decision to withdraw. Their responses, displayed in Table 18, revealed that numerous factors had significant input in the student's decision to withdraw.

The most significant element in the student's decision to transfer was a change in his curricular interests (39%). Ranked second in importance was the student's desire to attend a less expensive institution (25%). Next in importance was the absence of sufficient social life (22%), and the desire to be nearer home (17%). Finally, only 14% of these transfer students wanted to be in a larger institution.

The Spring Arbor College academic climate, as perceived by these students, also had an impact on their decision to transfer. While 10% of the responding students stated that they withdrew from Spring Arbor College because they were not challenged in their courses, 9% were not interested in what they were studying.

It is rather disturbing to note that only 4% of these students had completed their pre-professional requirements. It is, however, satisfying to see that only 4% of these students found too much emphasis placed on social life.

The least important reasons in the student's decision to transfer were low grades (1%) and the desire to get away from home (3%).

A final perusal of the data in Table 18 discloses some interesting and perhaps illuminating differences in the responses of men and women. To return to the subject of changing curricular interests, it is important to realize that this reason was significant to 46% of the women and only 24% of the men. A second item which reveals male/female variance was a perceived deficiency in social life. While just 17% of the women would have liked more social life. 32% of the men identified this as a significant reason for their transfer.

TABLE 18.--Reasons for withdrawal given by students presently attending other institutions.

Influence	Little			Some			Strong			No Response		
	M	W	T	M	W	T	M	W	T	M	W	T
	%	%	%	%	%	%	%	%	%	%	%	%
1. My curricular interests changed	56	33	40	12	15	14	24	46	39	8	6	6
2. I wanted to attend a less expensive institution	40	48	45	32	19	23	24	25	25	4	8	6
3. I wanted to be in a larger institution	48	65	60	32	13	19	16	13	14	4	8	6
4. I wanted to be nearer my home town	76	62	66	8	12	10	12	19	17	4	8	6
5. I wanted to get away from home	80	87	84	4	4	4	4	2	3	12	8	9
6. My grades were too low to continue at Spring Arbor College	80	85	84	8	6	6	-	2	1	12	8	9
7. I had completed my pre-professional requirements	68	77	74	8	12	10	4	4	4	20	8	12
8. I was not interested in what I was studying	68	65	66	16	15	16	4	12	9	12	8	9
9. I was not challenged in my courses	56	71	66	28	8	14	4	13	10	12	8	9
10. I did not find enough social life	44	54	51	20	21	21	32	17	22	4	8	6
11. I found too much exphasis placed on social life	76	77	77	8	8	8	4	4	4	12	12	12
12. Other	8	-	3	-	-	-	48	29	35	44	71	62

The decision to transfer then, when understood in the light of the foregoing data, is not a single factor decision. It is, rather, a thoroughly individuated decision based on the needs of each complex person.

Reasons for Withdrawal

Students who withdrew from Spring Arbor College, not to transfer to another school but to simply "drop-out," were asked to specify their reasons for withdrawing. Their responses, set forth in Table 19. are once again highly individuated.

At the top of the list of reasons were plans for marriage (47%) and financial needs (27%). Also significant were offers of full time employment (22%) and a lack of definite plans for a major or career (20%). Although they were unable to be specific, a significant portion of this group (19%), identified a general dissatisfaction with Spring Arbor College as a reason for withdrawal.

Reasons having less impact on the student's decision to withdraw were a lack of interest in their studies (14%),discouragement caused by low grades and inadequate advising, 10% each, and a sense of lonesomeness and unhappiness (7%).

Of minimal significance were emotional problems, inadequate study techniques, and unsatisfactory housing situations all 5% each. Four percent withdrew for personal health reasons and military service. Only three percent found college work too difficult. The length of time spent in commuting was reason for 2% of those withdrawing while family illness and problems affected 1%.

It is of some interest to point out once again variances in the responses of men and women when listing their reasons for withdrawing. The area of greatest difference was marriage where 30% of the men and 55% of the women identified this as a factor in their decision to withdraw. In addition, inadequate plans for a major or career were a significant reason for withdrawal for 27% of the men and 17% of the women. In these two areas then, there are major differences in the responses of the men and women.

TABLE 19.--Reasons for withdrawal of students not presently enrolled in other institutions.

Influence	Little			Some			Strong			No Response		
	M	W	T	M	W	T	M	W	T	M	W	T
	%	%	%	%	%	%	%	%	%	%	%	%
1. Personal health problems	67	77	74	10	8	8	-	6	4	23	9	14
2. Illness in family or other family problems	77	86	83	-	3	2	-	2	1	23	9	14
3. Financial	23	36	32	37	30	32	30	26	27	10	8	8
4. I found college work too difficult	63	80	75	13	5	7	-	5	3	23	11	15
5. Emotional problems	67	76	73	17	8	10	-	8	5	17	9	11
6. I received full-time employment	50	52	51	10	9	9	17	24	22	23	15	18
7. I was lonesome and unhappy	53	67	63	20	12	15	3	9	7	23	12	16
8. I married or planned to marry soon	43	26	31	3	14	10	30	55	47	23	6	11
9. Inadequate study techniques	47	82	71	23	6	11	10	3	5	20	9	13
10. Commuting took too long	77	85	82	-	2	1	-	3	2	23	11	15
11. Military service	70	86	81	3	-	1	10	2	4	17	12	14
12. Lack of definite plans for major or career	30	53	46	30	23	25	27	17	20	13	8	9
13. I was discouraged by low grades	53	73	67	13	8	9	17	8	10	17	12	14
14. I lacked interest in my studies	30	50	44	37	30	32	20	11	14	13	9	10
15. My housing situation was unsatisfactory	63	73	70	10	12	11	7	5	5	20	11	14
16. I was dissatisfied with Spring Arbor College	30	52	45	27	23	24	23	17	19	20	9	13
17. Academic advising was not adequate	50	68	63	20	11	14	10	11	10	20	11	14
18. Other	7	3	4	-	2	1	13	15	15	77	80	79

Withdrawal with Low Grades

The responses of students who withdrew from Spring Arbor College with low grades are specified in Table 20. The most important reason for their withdrawal, as identified by these students, was the absence of definite goals toward which to work (36%). In addition, 24% admitted spending too much time on their social life, and another 23% felt that their courses were not challenging enough so they did little studying. Next in order of significance was the opinion that high school preparation was not adequate (16%). Then some (10%) felt they had made poor choices of study areas. Rated as least important were the possibilities that college level work had been encouraged by others against the student's better judgment (5%) and that they, the student, had not been capable of college level work (3%).

The variance in male/female response is once again of interest. There is more uniformity in their responses than in the two previous categories. The widest variance is found in 47% of the men who lacked definite goals toward which to work and 29% of the women who felt the same.

The information displayed in Tables 18, 19 and 20 specifies the complexity of the attrition phenomenon at Spring Arbor College. In all of these tables no single reason dominates the others. Rather each table, representing a different group of students, reveals a different emphasis, and therefore, a different understanding of student attrition. Such individuation does not readily lend itself to generalities. Nevertheless one such very general observation seems supportable, namely, that students leave Spring Arbor College for personal rather than professional reasons. The students who transfer, however, add their professional concerns to their personal concerns. They express a need, in particular, for curricular exposure not available at Spring Arbor College.

Student Evaluation of Spring Arbor College

To gather information on the general quality of life at Spring Arbor College the questionnaire, in addition to information revealing the attrition reasons for specific groups, also gathered materials from all respondents who withdrew. The information displayed in Tables 21, 22, 23 and 24 is based on the returns of the total group.

TABLE 20.--Reasons for withdrawing given by students with low grades.

Influence	Little			Some			Strong			No Response		
	M	W	T	M	W	T	M	W	T	M	W	T
	%	%	%	%	%	%	%	%	%	%	%	%
1. Poor preparation in high school	44	67	58	34	17	24	16	17	16	6	-	3
2. College level work was inappropriate	56	71	65	22	15	18	-	4	3	22	10	15
3. College level work was encouraged by others against my judgement	59	77	70	19	10	14	6	4	5	16	18	11
4. Poor choice of study area	63	65	64	16	17	16	6	13	10	16	6	10
5. Spent too much time on social life	44	46	45	25	23	24	22	25	24	9	6	8
6. Courses were not challenging so I did little studying	50	48	49	22	25	24	25	21	23	3	6	5
7. Lacked definite goals toward which to work	31	35	34	22	31	28	47	29	36	-	4	3
8. Other	6	2	4	-	-	-	25	19	21	69	79	75

TABLE 21.--Evaluation of Spring Arbor College experience by students who voluntarily withdrew.

Evaluation	Yes		No		Some		No Response		Total	
	M	W	M	W	M	W	M	W	M	W
	%	%	%	%	%	%	%	%	%	%
1. I regret having left SAC before earning a degree	13	19	82	73	2	3	3	5	18	75
2. I feel attendance at SAC has aided me in preparation for a job	27	50	67	42	2	1	5	6	43	50
3. I feel attendance at SAC has assisted me in social adjustment	65	74	30	23	2	1	3	2	72	25

As specified in Table 21, neither the men nor the women who withdrew regretted in any significant way leaving the institution prior to attaining a degree (18% Yes, 75% No). At the same time, this table points to some success in assisting the female student in her vocational preparation (50% Yes, 42% No). There is, unfortunately, every evidence that the male students who withdrew did not feel that they were meaningfully aided in their vocational preparation when at Spring Arbor College (27% Yes, 67% No). Both men (65%) and women (74%), however, concluded that Spring Arbor College was of some assistance in attaining social adjustments.

Student Evaluation of Faculty

In Table 22 all students were asked to evaluate the faculty. The faculty, as perceived by these students, are generally adept in the classroom (60%) and, in particular, concerned and interested in the problems of each individual student (Item 2).

Student's Extracurricular Activities and Advisement

Two more responses related to the general quality of life at Spring Arbor College are displayed in Table 23.

The first question asks for a student estimate of the time spent on organized extracurricular activities. The greatest number of students (39%) spent less than 5 hours on such activities, and the second highest number of students (27%) declare they spent between 5 and 10 hours per week on organized activities. With a full two-thirds of the students responding, then, only a modest or average interest in extracurricular activities is displayed.

This response is open to two opposing interpretations: That Spring Arbor College students organize their time carefully, or, that only a modest number of organized extracurricular activities are available for students at Spring Arbor College. At this time it is impossible to say more.

The second question inquires about student satisfaction with assistance received in educational and vocational advising. Student response is concentrated once again in the middle of the scale with 38% indicating they are

TABLE 22.--Faculty evaluation by students who voluntarily withdrew.

Evaluation	Very Few			Less Than			Over Half			Almost All			No Response		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. What proportion of the faculty members who taught you at SAC would you say are superior teachers	12	14	13	28	23	24	38	41	40	18	20	20	3	1	2
2. What proportion of the faculty members you have observed at this college would you say are generally interested in students and their problems	6	5	5	18	15	16	37	34	35	34	43	40	5	4	4

TABLE 23.--Extracurricular activities and student advising.

Item	None			Less Than 5			Between 5 & 10			More Than 10			No Response		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
1. What is your estimate of the total number of hours you devoted to organized extra-curricular activities in an "average" week during a typical year at SAC	11	15	13	28	44	39	25	28	27	31	10	17	6	4	4

Item	Very Dissatisfied			Somewhat Dissatisfied			Fairly Satisfied			Very Satisfied			No Response		
2. How do you feel about the assistance (or lack of assistance) in thinking through your educational and vocational plans which you received at SAC (from teachers, academic advisors, counselors, dean, etc.)	20	12	14	34	26	29	32	41	38	11	18	15	3	4	3

fairly satisfied and 29% specifying they are somewhat dissatisfied. The extreme responses, very dissatisfied, 14%, and very satisfied, 15%, are almost identical.

Written Comments

The questionnaire distributed to those students who withdrew from the college included, in addition to the specific inquiries, an opportunity for written comments. In these comments, collected in Table 24 only one concern surfaced as significant, namely, the need for more specialized programs at Spring Arbor College (14%). Additional specification of this perceived need led to the conclusion that nursing, in particular, is seen as a desirable program not presently available at the College.

Of only minor importance were additional concerns related to the financial costs of the college (6%), the perceived isolation of the college (4%), the rules (3%), emphasis on religion (3%), academic standards (3%), and quality of academic advising (3%) at the college. Some students also felt that it was God's will for them to leave the College (3%).

Other comments by the respondents are interesting and may be illuminating. They are, however, rather random, since they do not possess significant agreement from many students.

Conclusions and Comparisons

The preceding materials on Spring Arbor College provide a base of information from which conclusions and observations can be deduced. First is the realization that attrition, when defined as withdrawal prior to graduation within eight consecutive semesters, remained generally consistent during the past three years. In that time period attrition registered at 59.2% (1971), 51.1% (1972) and 60.1% (1973). During that same period, however, attrition, when defined as failure to graduate in eight consecutive semesters increased. This observation is supported when statistics for students still enrolled are reviewed. In 1971 5.3% of the first-time freshmen matriculated four years earlier were still enrolled after eight consecutive semesters; in 1972 that figure increased to 7.4%, and in 1973 10.1% of the first-time freshmen were still enrolled after

TABLE 24.--Write-in comments from Attrition Questionnaire.

Comment	Per Cent
More and better specialized courses are needed.	14%
Some subject areas of interest listed in order of decreasing importance.	
1. Nursing 2. Business 3. Law 4. Secretarial 5. Dental Hygiene 6. Teaching Deaf 7. Home Economics 8. Sociology 9. Photography 10. Art 11. French 12. Occupational Therapy	
High Cost.	6%
Spring Arbor College too isolated from "real" world.	4%
Too many rules (molds).	3%
Too much emphasis on religion in and out of class.	3%
Wanted better school academically.	3%
Inadequate academic advising.	3%
God's will.	3%
Disappointment with fellow students attitudes toward rules.	2%
Courses too easy - not interesting enough.	2%
Lack of spiritual depth-disappointment with move to more liberal policies.	2%
Confined by lack of freedom of thought - Spring Arbor College narro minded, intolerant.	2%
Campus geographically confining	1%
Students need to be treated as adult individuals.	1%
Physical Education program disappointing - poor facilities, no field house	1%
Lack of help in establishing goals for life.	
Did not plan to graduate from Spring Arbor College.	
Moved	
Too much emphasis on sports.	
Dissatisfaction with housing arrangement - e.g. one freshman with 2 seniors.	
Student apathy.	

TABLE 24.--Continued.

Comment	Per Cent
Needed someone with whom plans to leave could be discussed.	
Too many cliques.	
Too much gossiping.	
Difficult to make friends.	
More black activities needed.	
Off campus students left out.	
"Immature" members of college community are allowed too much say.	
Question right of Spring Arbor College to dictate off campus activity.	
Too many black students.	
Liked Spring Arbor College	16%
Maturing time.	5%
Found Christ.	
High quality education.	
Lasting friendships made.	

eight consecutive semesters. While withdrawal remained generally constant in this time period, then, graduation within eight consecutive semesters was decreasing.

A second conclusion, and another change in Spring Arbor College's attrition phenomenon, occured during the student's first and second semesters in college. Attrition consistently decreased during the student's first semester in college and increased during the student's second semester in college. This condition remained constant during all the years examined in this study.

A final point of attrition change was the student's fourth semester. As indicated previously, attrition slightly increased (52%, 47%, 53%, 56%, 57% from 1967-1972. This attrition point must be carefully monitored in the future to see if this slight increase continues.

A third conclusion generated by this study is that attrition among female students was slightly greater than among male students. The average attrition for males during this period of time was 55.3%; the average attrition for females during this same period of time was 57.8%. This situation is in keeping with conclusions reached in national studies. It may be particularly unfortunate for Spring Arbor College, however, since this study has indicated female rather than male students found the College of more benefit to them in several specific areas.

This study provides support, furthermore, for a two-part judgment about students enrolling on qualified admission. The first is that these students, students whose academic records were not totally acceptable, and a greater tendency to withdraw then to graduate. These same students on qualified admissions, in addition, had a greater tendency to be dismissed for academic or social reasons than did those on regular admissions. These conclusions emphasize the need for more dependable information, information based on non-academic factors, in selecting students for qualified admissions.

Another legitimate deduction is that those students who graduated from high school in a graduating class of 400 or more students may have had some difficulty adjusting to Spring Arbor College. This may be an instance in which environment created a press which may have contributed in some way to attrition. Even though one is tempted to explain such a phenomenon by the difference in community size, sophistication and diversification of student population and other such plausible reasons, it is necessary to insist that at the present time no data base exists for such assumptions.

The religious preferences of students at Spring Arbor College had remained for several years both consistent and pronounced. Slightly over half of those students who graduated from Spring Arbor College preferred the Free Methodist Church; approximately 20% of those students who graduated preferred the Baptist Church. Preference for the Baptist Church seemed to have no meaningful bearing on persistence, but a preference for the Free Methodist Church did have some bearing on persistence. This factor probably indicates that students from Free Methodist backgrounds view Spring Arbor College as their college.

In addition to the foregoing conclusions, this study also provides for a number of inferences regarding factors which caused and did not cause attrition. The causes or factors leading to attrition as understood by students, are the product of three types of student withdrawers; those students who withdraw with low grades, those students who withdraw (drop-out), and those students who transfer to another institution.

The reasons for withdrawal of students with low grades were essentially personal. Of primary importance in these students minds was the absence of any definite goal for a major or a career choice. Of secondary importance in the decision to withdraw were the students impressions that they spent too much time on their social life and also that they were not challenged by their courses. A final factor in these students decisions to withdraw was their conviction that their high school preparation had been inadequate.

The reasons for attrition specified by those students withdrawing without plans for attending another institution were, once again, generally personal in nature. The primary reason for withdrawal listed by these students was marriage. While marriage was, among students in this category, the predominant reason for withdrawal there were four additional reasons listed which occupy a secondary status in their withdrawal decision. In order of their significance they are: financial needs, possibility for full time employment, the absence of definite plans for a major or career, and a general dissatisfaction with Spring Arbor College. These reasons for withdrawal, as specified by the students in this particular group, demonstrate once again the highly personal character of the decision to withdraw from Spring Arbor College.

Among the students in the third group, that group of students withdrawing to transfer to other institutions, the primary reason for withdrawal was a change in their curricular interests. While the students in this group listed curricular needs as their primary reason for withdrawal, it is pertinent that among the students in this same group, only 4% indicated that they had completed their pre-professional requirements and considered that as a reason for their transfer. Of secondary significance in the decision to transfer was the desire to find a less expensive in-

stitution, to be part of an institution with a more satisfying social life, and finally, to be closer to home. One would expect the reasons for transfer to differ in some degree from the reasons for withdrawal. It is, therefore, important to realize that even in this group of students, their reasons for withdrawing are basically personal, rather than professional.

In most of the reasons for attrition identified by the students in the foregoing three categories, men and women identified the same reason in the same proportion. In only a few instances, were there significant differences. Those areas of difference, however, are of some importance. To be specific, among students withdrawing with low grades more men (47%) than women (29%) felt that they withdrew because they lacked significant and definite goals for their education. The same distinction appears among those students in the second category, those who withdrew without plans for further educational activities. Twenty-seven percent of the man in this category felt that the absence of plans for a major or career was significant cause for attrition and 17% of the women felt this cause was significant in their decision to withdraw. In addition, among these same students, the understanding of the significance of marriage as a reason for withdrawal differs. Fifty-five percent of those listing marriage as a reason for withdrawal were women, and only 30% were men. In the third category of students, those who transfer, there were two causes on which men and women disagreed. More men (32%) than women (17%) felt that Spring Arbor College did not provide enough social life, and, secondly, more women (46%) than men (24%) felt that Spring Arbor College did not meet their curricular needs. These differences of opinion may lead to the following conclusions: to reduce attrition among men the college should introduce more vocational guidance and assistance programs; changes in social life on campus should be directed particularly toward the men; and, finally, changes in curricular programs should be directed primarily toward women.

As the preceding data provides a base from which one may infer attrition factors, it, at the same time, provides the same base for judgments regarding factors not leading to attrition. The following factors, then, from the point of view of students who withdrew from the institution,

did not create an attrition press. Perhaps the first persistence factor that should be mentioned is perceived faculty interest in the needs and problems of the individual student. The data at hand indicates that students viewed the faculty at Spring Arbor College as individuals genuinely concerned in assisting the student with his personal difficulties. A second reason for persistence was a result of study locations. Students seemed to be saying in this response that the areas delineated for studying were adequate. A third persistence factor was faculty classroom performance. Student reaction to the teaching activities of the Spring Arbor College faculty indicated that the faculty should be viewed as a major persistence asset. Approximately the same proportion of men (38%) and women (41%) indicated that in their judgment over half of the faculty at Spring Arbor College were superior teachers. In addition, 20% of the men and 20% of the women responding indicated that in their judgment almost all the faculty at Spring Arbor College were superior teachers. When this information is combined with selected materials from the ACT Class Profiles, materials which indicate that Spring Arbor students selected a college because they felt the faculty were well-prepared, one must conclude that the Spring Arbor College faculty were satisfying a substantial proportion of the expectations of the students. A final persistence factor at Spring Arbor College was the genuine assistance provided the students in making social adjustments. The opacity of the phrase "social adjustment" is a deterrent to further specification of this persistence factor. Perhaps the only further observation one can make is that because of the way in which the question was phrased (I feel that attendance at Spring Arbor College has assisted me in social adjustment) the students were referring to a process that denoted improvement on an individual and internal basis.

Comparisons

The foregoing conclusions, providing their critical perspective on the quality of life at Spring Arbor College, are most meaningful when related to a model revealing a more comprehensive perspective. Table 25 reveals that perspective through specifying a national persistence rate, (established by Alexander W. Astin) for men and women enrolled in two and four-year colleges.

TABLE 25.--National Persistence Rates for College Students, by Sex (Class of 1970, Four Years After Entering College) (Weighted Population Estimates) **

Percentage of Students Who:	Two-Year Colleges			Four-Year Colleges & Universities		
	Men (N=318,273)	Women (N=216,980)	All Students (N=535,253)	Men (N=562,142)	Women (N=440,238)	All Students (N=1,002,380)
Returned for a second year	67.0	64.5	66.0	78.7	77.1	78.0
Received a degree*	36.6	41.2	38.4	45.2	48.6	46.7
Received a degree or was still enrolled	38.9	42.8	40.5	60.7	55.6	58.5
Received a degree, was still enrolled, or requested that a transcript be sent to another institution.	65.5	66.5	65.9	83.5	78.3	81.2

* Associate degree for two-year colleges; bachelor's degree for four-year colleges and universities.

**This table is taken from Alexander W. Astin, College Dropouts: A National Profile, ACE Research Reports, Vol. 7, No. 1, February, 1972.

As this table specifies 46.7% of all students graduating in 1970 received degrees eight consecutive semesters after their matriculation. In the light of that statistic the Spring Arbor College graduation figures for the past 3 years, 35.5%, 41.5% and 29.8%, display the need for efforts to improve persistence and graduation rates.

Another comparison available through Table 25 is the national rate for persistence to graduation among men (45.2%) and women (48.6%). At Spring Arbor College the persistence rate for new male freshmen was 30.8% in 1971, 39.7% in 1972, 32.1% in 1973. For new female freshmen the persistence rate was 39.6% in 1971, 42.9% in 1972 and 28.0% in 1973. These figures once again demonstrate that Spring Arbor College should devise a solid, but creative program to increase persistence and retention.

The more comprehensive perspective mentioned above can be further developed by an awareness of the reasons for attrition specified by a national student population. In that same study by Astin, he lists reasons for persistence and attrition (See Table 26).

Interestingly, only four of the top ten variables which predict persistence or attrition are related to academic or professional concerns (1, 2, 8, 10). The majority of the top ten variables, in the national student population as well as the Spring Arbor College population, are related to the students personal needs. The dominance of personal over professional needs, as a reason for student attrition, has been a fact of life for some years on the college campus. In a study preceeding Astin's, John Summerskill ("Drop-outs From College", 1962) observed:

> Recognizing that up to one-third of the college dropouts are due to poor grades and academic failure, it is equally important to realize that the majority of students leave college for nonacademic reasons. Furthermore, among dropouts that college records ascribe to 'academic failure' there are undoubtedly many cases in which the underlying problems are psychological, parental, social, or financial....In general, then, the attrition problems that predominate in the colleges involve the students' failure to meet the psychological, sociological, or economic demands rather than the strictly academic demands of the college environment.

TABLE 26.--Freshman variables number and listed in decreasing order of importance for predicting persistence and attrition in 4-year colleges and universities.

Persistence Predictor	Attrition Predictor
1. Academic ability test score	3. Plan to marry while in college
2. High School Grades	4. Employed during the school year
7. Level of degree aspirations	5. Smoked cigarettes
11. College first suggested by a relative	6. Sex (female)
12. Received major support from parents	8. Turned in a paper or theme late
13. Received major support from scholarship	9. Religious preference: none
14. Major: History or Political Science	10. Career choice: Engineer
15. Won a varsity letter in high school	16. Major: Business
19. Drive to achieve (self-rating)	17. Career choice: Nurse
20. Receive major support from personal savings	18. College first suggested by placement service
26. Plan to marry during year after college	21. Helping others in difficulty (life goal)
	22. Plan to obtain Ph.D or Ed.D
	23. Major part in a high school play
	24. Plan to obtain professional degree
	25. Concern about financing college
	27. Social self-confidence (self-rating)

While the foregoing explication of the reasons for attrition at Spring Arbor College was not articulated in terms of "psychological, sociological or economic" causes for attrition, the substance of those findings, personal rather than professional reasons, substantially matches the national situation.

In discussing these personal needs of students the one word used most often, the word which seems to sum up those personal needs, is motivation. The easiest and perhaps most logical assumption is that those students with the greatest motivation persist to graduation, while those students whose motivation is inadequate fall by the wayside. In discussing attrition as fundamentally a question of motivation, however, it is necessary to keep in mind a qualification proposed by Summerskill:

> In any study of motivational factors in attrition it is most important to pay attention to institutional characteristics and values....The point here is that it is inadequate to ask whether a student has sufficient and appropriate motivation for college. The more meaningful question is: does the student have sufficient and appropriate motivation for a specified college with specified characteristics and objectives.

This qualification sums up the concern to understand attrition by relating this concern to the ultimate educational issue, namely, meeting the needs and objectives of individual students.

APPENDICES

APPENDIX A

BIOGRAPHICAL AND ACADEMIC INFORMATION ON FIRST-TIME FRESHMEN, FALLS OF 1968-1971, WHO VOLUNTARILY DROPPED OUT BUT DID NOT RESPOND TO QUESTIONNAIRE.

APPENDIX A

BIOGRAPHICAL AND ACADEMIC INFORMATION ON FIRST-TIME FRESHMEN,
FALLS OF 1968-1971,
WHO VOLUNTARILY DROPPED OUT BUT DID NOT RESPOND TO QUESTIONNAIRE.

Item	Frequency M	W	Total	Percent Of Total Frequency
HOME STATE AT TIME OF SAC ENROLLMENT				
Michigan	34	75	109	75.7
Elsewhere in USA	21	8	29	20.1
Foreign Country	5	1	6	4.2
Totals	60	84	144	100.0
CHURCH PREFERENCE AT TIME OF SAC ENROLLMENT				
Baptist	5	15	20	13.9
Bible Church	1	6	7	4.7
Catholic	2	1	3	2.1
Free Methodist	32	35	67	46.5
Lutheran	--	--	--	--
Nazarene	--	3	3	2.1
Presbyterian	1	4	5	3.5
United Methodist	3	7	10	6.9
Wesleyan	2	4	6	4.2
None	6	1	7	4.9
Other	8	8	16	11.1
Totals	60	84	144	99.9
SIZE OF HIGH SCHOOL GRADUATING CLASS				
Fewer than 25	2	2	4	2.8
25 - 99	14	19	33	22.9
100 - 399	26	35	61	42.4
400 or more	13	26	39	27.1
Information not available	5	2	7	4.9
Totals	60	84	144	100.1

APPENDIX A--Continued

Item	Frequency M	Frequency W	Total	Percent Of Total Frequency
ACT COMPOSITE TEST SCORES				
1 - 15	11	13	24	16.7
16 - 20	17	31	48	33.3
21 - 25	16	20	36	25.0
26 - 36	5	5	10	6.9
Information not available	11	15	26	18.1
Totals	60	84	144	100.0
SAT MATH SCORES				
200 - 300	--	--	--	--
300 - 400	2	2	4	2.8
400 - 500	3	2	5	3.5
500 - 600	1	6	7	4.9
600 - 700	3	1	4	2.8
700 - 800	--	--	--	--
Information not available	51	73	124	86.1
Totals	60	84	144	100.1
SAT VERBAL SCORES				
200 - 300	1	--	1	.7
300 - 400	1	--	1	.7
400 - 500	4	5	9	6.3
500 - 600	2	4	6	4.2
600 - 700	--	2	2	1.4
700 - 800	1	--	1	.7
Information not available	51	73	124	86.1
Totals	60	84	144	100.1
ACADEMIC STATUS AT ADMISSION				
Non-degree	--	--	--	--
Qualified	21	8	29	20.1
Probation	--	--	--	--
Regular	37	70	107	74.3
Scholarship	--	--	--	--
Information not available	2	6	8	5.6
Totals	60	84	144	100.0

APPENDIX A--Continued

Item	Frequency M	Frequency W	Frequency Total	Percent Of Total Frequency
NO. OF SEMESTERS ENROLLED AT SAC				
1	14	14	28	19.4
2	27	49	76	52.8
3	6	6	12	8.3
4	9	7	16	11.1
5	1	3	4	2.8
6	2	2	4	2.8
7	1	1	2	1.4
8	--	1	1	.7
9	--	1	1	.7
10	--	--	--	--
Totals	60	84	144	100.0
FINAL SEMESTER GPA AT SAC				
Below 2.00	29	20	49	34.0
2.00 - 2.49	12	22	34	23.6
2.50 - 2.99	11	16	27	18.8
3.00 - 3.49	4	20	24	16.7
3.50 - 3.99	1	3	4	2.8
4.00	--	--	--	--
Information not available	3	3	6	4.2
Totals	60	84	144	100.1
ACADEMIC STATUS AT WITHDRAWAL				
Withdrew in good academic standing	42	70	112	77.8
Withdrew on academic probation	18	14	32	22.2
Totals	60	84	144	100.0
RESIDENTIAL STATUS AT TIME OF DEPARTURE				
Resident	52	75	127	88.2
Commuter	8	9	17	11.8
Totals	60	84	144	100.0

APPENDIX B

BIOGRAPHICAL AND ACADEMIC INFORMATION OF FIRST-TIME FRESHMEN,
FALLS OF 1968-1971,
WHO VOLUNTARILY DROPPED OUT AND RESPONDED TO QUESTIONNAIRE.

APPENDIX B

BIOGRAPHICAL AND ACADEMIC INFORMATION OF FIRST-TIME FRESHMEN,
FALLS OF 1968-1971,
WHO VOLUNTARILY DROPPED OUT AND RESPONDED TO QUESTIONNAIRE.

Item	Frequency M	W	Total	Percent Of Total Frequency
HOME STATE AT TIME OF SAC ENROLLMENT				
Michigan	55	122	177	87.6
Elsewhere in USA	8	14	22	10.9
Foreign Country	2	1	3	1.5
Totals	65	137	202	100.0
CHURCH PREFERENCE AT TIME OF SAC ENROLLMENT				
Baptist	13	23	36	17.8
Bible Church	2	4	6	3.0
Catholic	1	3	4	2.0
Free Methodist	27	60	87	43.1
Lutheran	--	1	1	.5
Nazarene	2	4	6	3.0
Presbyterian	--	3	3	1.5
United Methodist	7	10	17	8.4
Wesleyan	1	6	7	3.5
None	4	7	11	5.4
Other	8	16	24	11.9
Totals	65	137	202	100.1
SIZE OF HIGH SCHOOL GRADUATING CLASS				
Fewer than 25	2	--	2	.9
25 - 99	12	27	39	19.3
100 - 399	36	71	107	53.0
400 or more	15	35	50	24.8
Information not available	--	4	4	2.0
Totals	65	137	202	100.0

APPENDIX B--Continued

Item	Frequency M	Frequency W	Frequency Total	Percent Of Total Frequency
ACT COMPOSITE TEST SCORES				
1 - 15	7	20	27	13.4
16 - 20	13	39	52	25.7
21 - 25	23	31	54	26.7
26 - 36	12	18	30	14.9
Information not available	10	29	39	19.3
Totals	65	137	202	100.0
SAT MATH SCORES				
200 - 300	--	1	1	.5
300 - 400	--	7	7	3.5
400 - 500	4	7	11	5.4
500 - 600	3	10	13	6.4
600 - 700	2	2	4	2.0
Information not available	56	110	166	82.2
Totals	65	137	202	100.0
SAT VERBAL SCORES				
200 - 300	--	1	1	.5
300 - 400	2	10	12	5.9
400 - 500	2	7	9	4.5
500 - 600	4	8	12	5.9
600 - 700	1	1	2	1.0
Information not available	56	110	166	82.2
Totals	65	137	202	100.0
ACADEMIC STATUS AT ADMISSION				
Non-degree	--	1	1	.5
Qualified	20	8	28	13.9
Probation	--	--	--	--
Regular	45	124	169	83.7
Information not available	--	4	4	2.0
Totals	65	137	202	100.0

APPENDIX B--Continued

Item	Frequency M	Frequency W	Total	Percent Of Total Frequency
NO. OF SEMESTERS ENROLLED AT SAC				
1	10	16	26	12.9
2	24	61	85	42.1
3	9	17	26	12.9
4	15	27	42	20.8
5	3	8	11	5.4
6	1	6	7	3.5
7	2	1	3	1.5
8	1	--	1	.5
9	--	1	1	.5
10	--	--	--	--
Totals	65	137	202	100.1
FINAL SEMESTER GPA AT SAC				
Below 2.00	18	23	41	20.3
2.00 - 2.49	22	45	67	33.2
2.50 - 2.99	8	25	33	16.3
3.00 - 3.49	10	25	35	17.3
3.50 - 3.99	3	13	16	7.9
4.00	--	--	--	--
Information not available	4	6	10	5.0
Totals	65	137	202	100.0
ACADEMIC STATUS AT WITHDRAWAL				
Withdrew in good academic standing	53	125	178	88.1
Withdrew on academic probation	12	12	24	11.9
Totals	65	137	202	100.0
RESIDENTIAL STATUS AT TIME OF DEPARTURE				
Resident	56	126	182	90.1
Commuter	9	11	20	9.9
Totals	65	137	202	100.0

APPENDIX C

RESIDENTIAL AND MARITAL STATUS OF FIRST-TIME FRESHMEN,
FALLS OF 1968-1971,
WHO VOLUNTARILY WITHDREW.

APPENDIX C

RESIDENTIAL AND MARITAL STATUS OF FIRST-TIME FRESHMEN, FALLS OF 1968-1971, WHO VOLUNTARILY WITHDREW.

Item	Frequency M	Frequency W	Frequency Total	Percent Of Total Frequency
MARITAL STATUS AT ENTRANCE				
Single	133	236	369	97.9
Married	1	2	3	.8
Divorced	--	1	1	.3
Information not available	3	1	4	1.1
Totals	137	240	377	100.1
MARITAL STATUS AT DEPARTURE				
Single	105	200	305	80.9
Married	5	5	10	2.7
Divorced	--	1	1	.3
Information not available	27	34	61	16.2
Totals	137	240	377	100.1
RESIDENTIAL STATUS AT ENTRANCE				
Resident	123	219	342	90.7
Commuter	10	14	24	6.4
Information not available	4	7	11	2.9
Totals	137	240	377	100.0
RESIDENTIAL STATUS AT DEPARTURE				
Resident	94	189	283	75.1
Commuter	15	17	32	8.5
Information not available	28	34	62	16.4
Totals	137	240	377	100.0

APPENDIX D

RESIDENTIAL AND MARITAL STATUS OF FIRST-TIME FRESHMEN,
FALLS OF 1968-1969,
WHO GRADUATED.

APPENDIX D

RESIDENTIAL AND MARITAL STATUS OF FIRST-TIME FRESHMEN,
FALLS OF 1968-1969,
WHO GRADUATED.

Item	Frequency M	Frequency W	Frequency Total	Percent Of Total Frequency
MARITAL STATUS AT ENTRANCE				
Single	62	75	137	99.3
Married	--	1	1	.7
Information not available	--	--	--	--
Totals	62	76	138	100.0
MARITAL STATUS AT DEPARTURE				
Single	35	56	91	65.9
Married	27	20	47	34.1
Information not available	--	--	--	--
Totals	62	76	138	100.0
RESIDENTIAL STATUS AT ENTRANCE				
Resident	58	68	126	91.3
Commuter	4	7	11	8.0
Information not available	--	1	1	.7
Totals	62	76	138	100.0
RESIDENTIAL STATUS AT DEPARTURE				
Resident	30	44	74	53.6
Commuter	32	32	64	46.4
Information not available	--	--	--	--
Totals	62	76	138	100.0

APPENDIX E

QUESTIONNAIRE

STUDENT ATTRITION AT SPRING ARBOR COLLEGE

A FOLLOW-UP OF THE ENTERING FRESHMAN CLASSES OF FALL 1968 THROUGH 1972

Office of Institutional Research
March 1973

To the Former Student:

Please complete this questionnaire to the best of your ability. Read each question carefully and indicate your considered response to each item.

A. Your present situation and future college plans. Please check (✓) the one statement which best describes your present situation. (34)

__1. I am attending college elsewhere

_____
name of college

__2. I have attended college elsewhere

_____
name of college

__3. I am not in college but plan to return to SAC.

__4. I am not in college but plan to return to an institution other than SAC.

__5. I am not in college and have no plans to attend college again.

__6. I am undecided regarding future plans to attend college.

__7. I have graduated from college.

_____
name of college

B. If you are attending college elsewhere, please indicate the influence the following reasons had on your decision to transfer. (If not in college go on to section C.) Please circle only one response (either 1,2, or 3) for each item.

1. Had little or no influence on decision to transfer.
2. Had some influence on decision to transfer.
3. Had strong influence on decision to transfer.

1 2 3 (35) My curricular interests changed
1 2 3 (36) I wished to attend a less expensive institution
1 2 3 (37) I wanted to be in a larger institution.
1 2 3 (38) I wanted to be nearer my home town
1 2 3 (39) I wanted to get away from home
1 2 3 (40) My grades were too low to continue at SAC
1 2 3 (41) I had completed my pre-professional requirements
1 2 3 (42) I was not interested in what I was studying
1 2 3 (43) I was not challenged in my courses
1 2 3 (44) I did not find enough social life
1 2 3 (45) I found too much emphasis placed on social life
1 2 3 (46) Other (write in)_____

_____

C. If you are not now in college, please indicate the influence the following reasons had on your decision not to return to SAC. Please circle one response for each reason listed.

1. Little influence
2. Some influence
3. Strong influence

1 2 3 (47) Personal health problems
1 2 3 (48) Illness in family or other family problems
1 2 3 (49) Financial
1 2 3 (50) I found college work too difficult
1 2 3 (51) Emotional problems
1 2 3 (52) I received full-time employment
1 2 3 (53) I was lonesome and unhappy
1 2 3 (54) I married or planned to marry soon.
1 2 3 (55) Inadequate study techniques
1 2 3 (56) Commuting took too long
1 2 3 (57) Military service
1 2 3 (58) Lack of definite plans for major or career
1 2 3 (59) I was discouraged by low grades
1 2 3 (60) I lacked interest in my studies
1 2 3 (61) My housing situation was unsatisfactory
1 2 3 (62) I was dissatisfied with SAC
1 2 3 (63) Academic advising was not adequate
1 2 3 (64) Other (write in)_____

_____

(Please turn over and complete)

D. If your grades were low prior to leaving SAC, what do you feel was the reason for them being low? Please circle only one response for each item.

1. Little influence
2. Some influence
3. Strong influence

1 2 3 (65) Poor preparation in high school
1 2 3 (66) College level work was inappropriate
1 2 3 (67) College level work was encouraged by others against my judgment
1 2 3 (68) Poor choice of study area
1 2 3 (69) Spent too much time on social life
1 2 3 (70) Courses were not challenging so I did little studying
1 2 3 (71) Lacked definite goals toward which to work
1 2 3 (72) Other (write in) _____

_____

E. Please place a check in front of the response which best describes your feeling about the following questions. Please complete whether or not you are now in college.

(73) I regret having left SAC before earning a degree.

__1. Yes
__2. No

(74) I feel attendance at SAC has aided me in preparation for a job.

__1. Yes
__2. No

(75) I feel attendance at SAC has assisted me in social adjustment.

__1. Yes
__2. No

(76) What proportion of the faculty members who taught you at SAC would you say are superior teachers?

__1. Very few
__2. Less than half
__3. More than half
__4. Almost all

(77) What proportion of the faculty members you have observed at this college would you say are generally interested in students and their problems?

__1. Very few
__2. Less than half
__3. Over half
__4. Almost all

(78) What is your estimate of the total number of hours you devoted to organized extra-curricular activities in an "average" we week during a typical year at SAC?

__1. None
__2. Less than five
__3. Between five and ten
__4. More than ten

(79) How do you feel about the assistance (or lack of assistance) in thinking through your educational and vocational plans which you received at SAC? (from teachers, academic advisors, counselors, dean, etc.)?

__1. Very dissatisfied
__2. Somewhat dissatisfied
__3. Fairly satisfied
__4. Very satisfied

F. Use this space for any additional comments you would like to make.

APPENDIX F

ATTRITION DATA FORM

ATTRITION DATA FORM

__ __	(1-2)	Year Enrolled
__ __ __	(3-5)	Identification Number
__	(6)	Sex
__	(7)	Student Classification
__	(8)	Native/Transfer
__ __ __	(9-11)	No. Hours Transferred (Zero Fill)
__ __	(12-13)	No. Semesters Enrolled (Excluding Summer)
__ __	(14-15)	ACT Composite Score
__	(16)	Home State (Use Code)
__	(17)	Size Of H/S Graduating Class (Use Code)
__	(18)	Church Preference (Use Code)
__ __ __	(19-21)	Cummulative Grade Point Average
__	(22)	Attrition Status (Use Code)
__	(23)	Resident/Commuter (Use Code)
__	(24)	Graduate/Current Student
__	(25)	Admission Status
		(1) Non-Degree (3) Probation
		(2) Qualified (4) Regular
__ __ __	(26-28)	SAT Math Score (Use only if ACT Score is not avail.)
__ __ __	(29-31)	SAT Verbal Score (Use only if ACT Score is not avail.)

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